

Promising Pedagogies in International Teacher Education

4th and 5th of December 2016 at The Faculty Of Education
The University of Haifa, Haifa-Israel.



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Presentation available in: goo.gl/kGDkxm



Who am I?

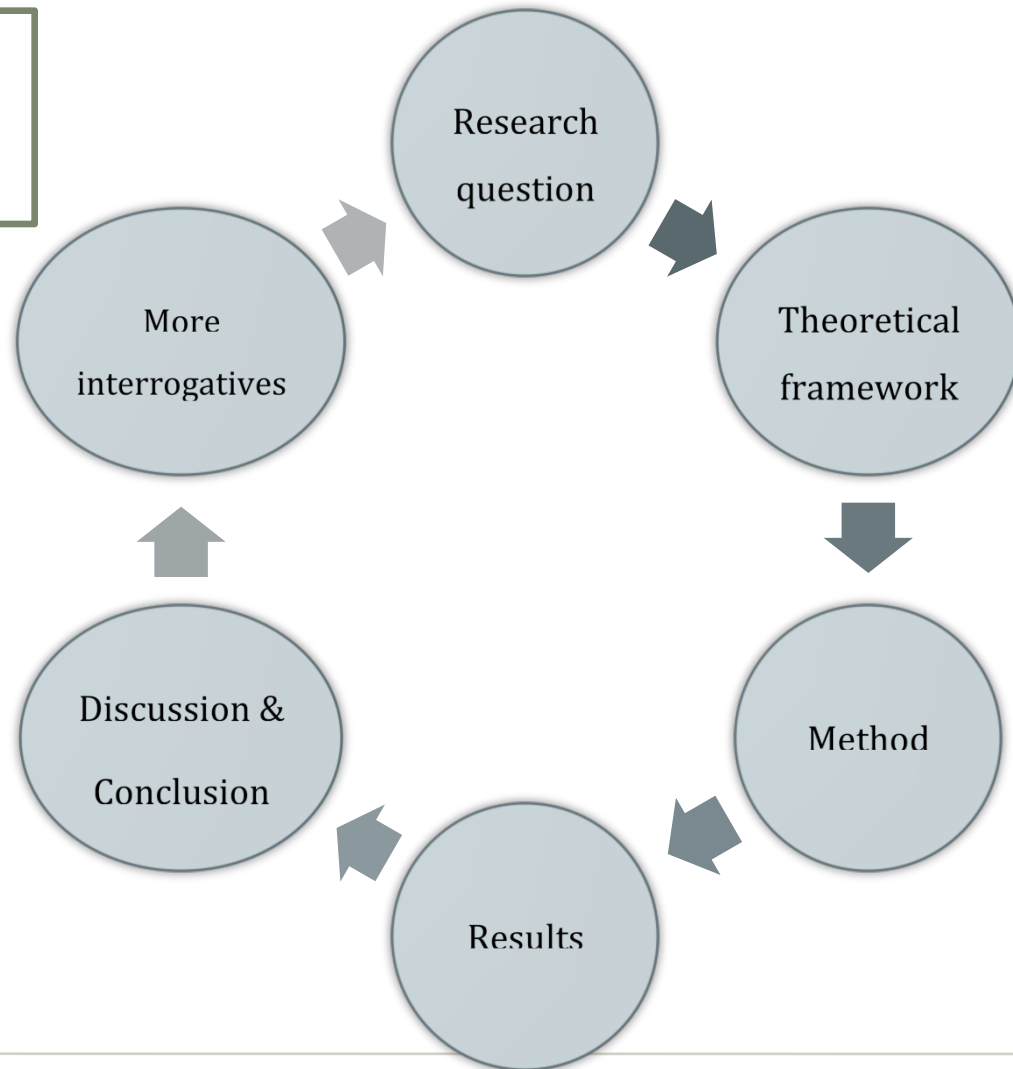
What am I working on now?

- PhD student with a grant at the Ministry of Education of Spain and the University of Seville
- B-learning; beginning teachers; mentoring; professional development
- Narratives of mentors in an induction program

Paper of the research

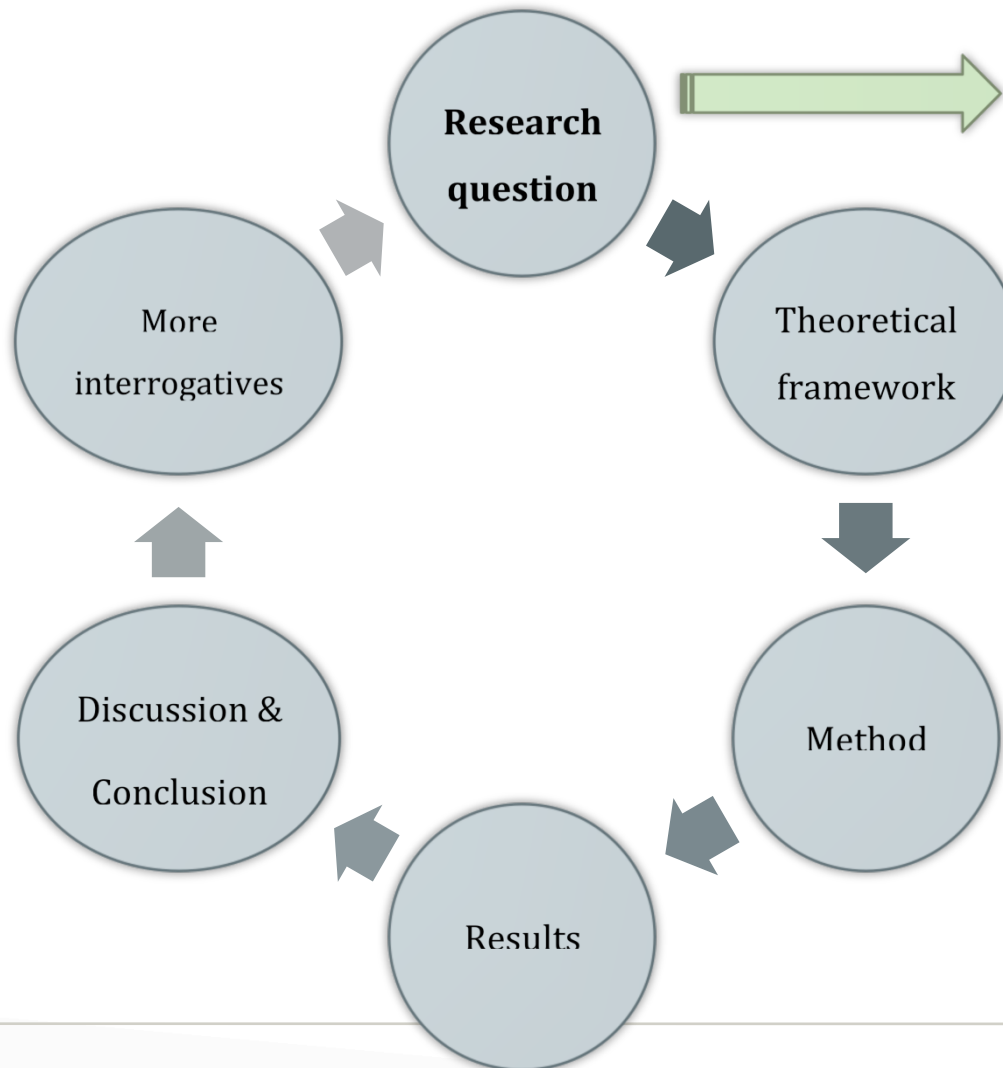
My School Is Like... Analysis Of Metaphors From Beginning Teachers

Researchers:
Carlos Marcelo
Paulino Murillo



Paper of the research

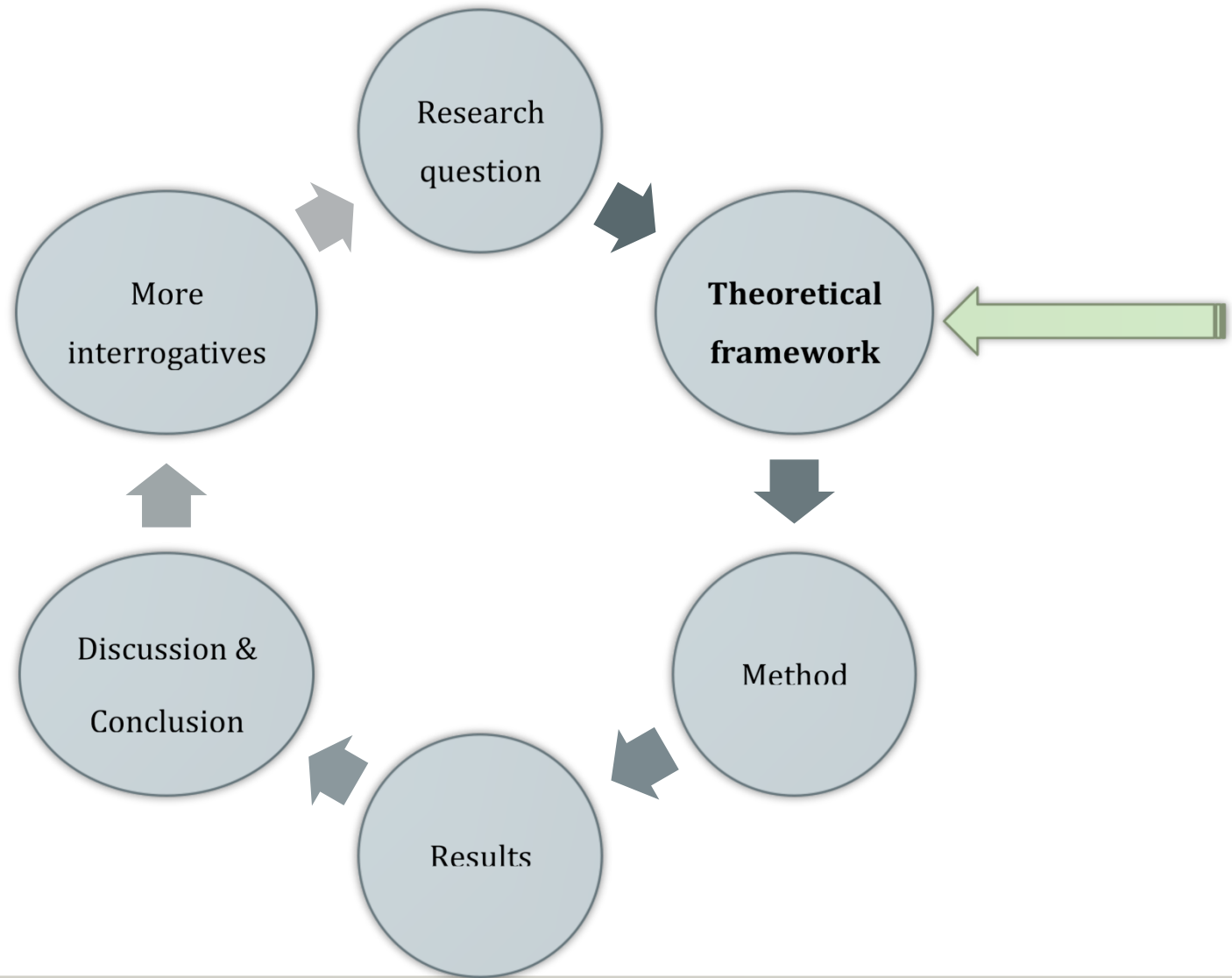
My School Is Like... Analysis Of Metaphors From Beginning Teachers



Which are the conceptions that beginner teachers have about school and their characteristics if we analyze them through the metaphors that they use to describe it?

Paper of the research

My School Is Like... Analysis Of Metaphors From Beginning Teachers



Theoretical framework

Metaphors: concept and roles

Metaphors: concept and roles

- Abawi (2013); Tannehill, & MacPhail (2014); Emerson, & Mansvelt (2014).
- Marcelo (1986); Munby (1987); Tobin (1990); Leavey, McSorley, & Bote (2007); Bullough (1992); Munby, Russell, & Martin (2001).

A powerful language instrument to express
and access thought in a less complex way.

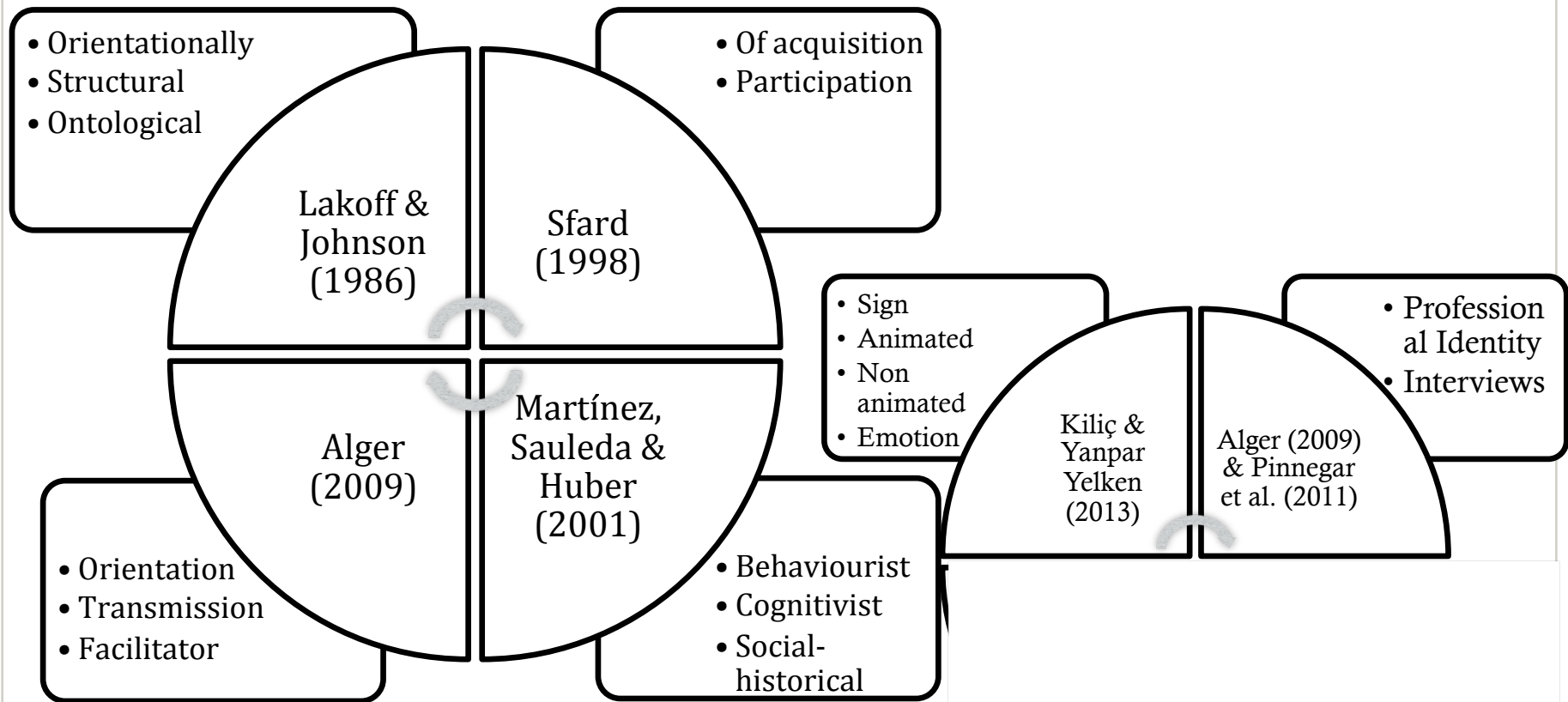
How people think of 'the daily life'.

A dialogue game between language and
thought.

They shape our beliefs, perceptions and interpretations of particular
situations, the same way it allow us to analyse our perception about
problems, or to run our own behaviour.

Theoretical framework

Classifications in others researches (I)



Theoretical framework

Classifications in others researches (III)

Adaptation of the classification:
Miles & Ekholms (1985)

Political

Rational

Social

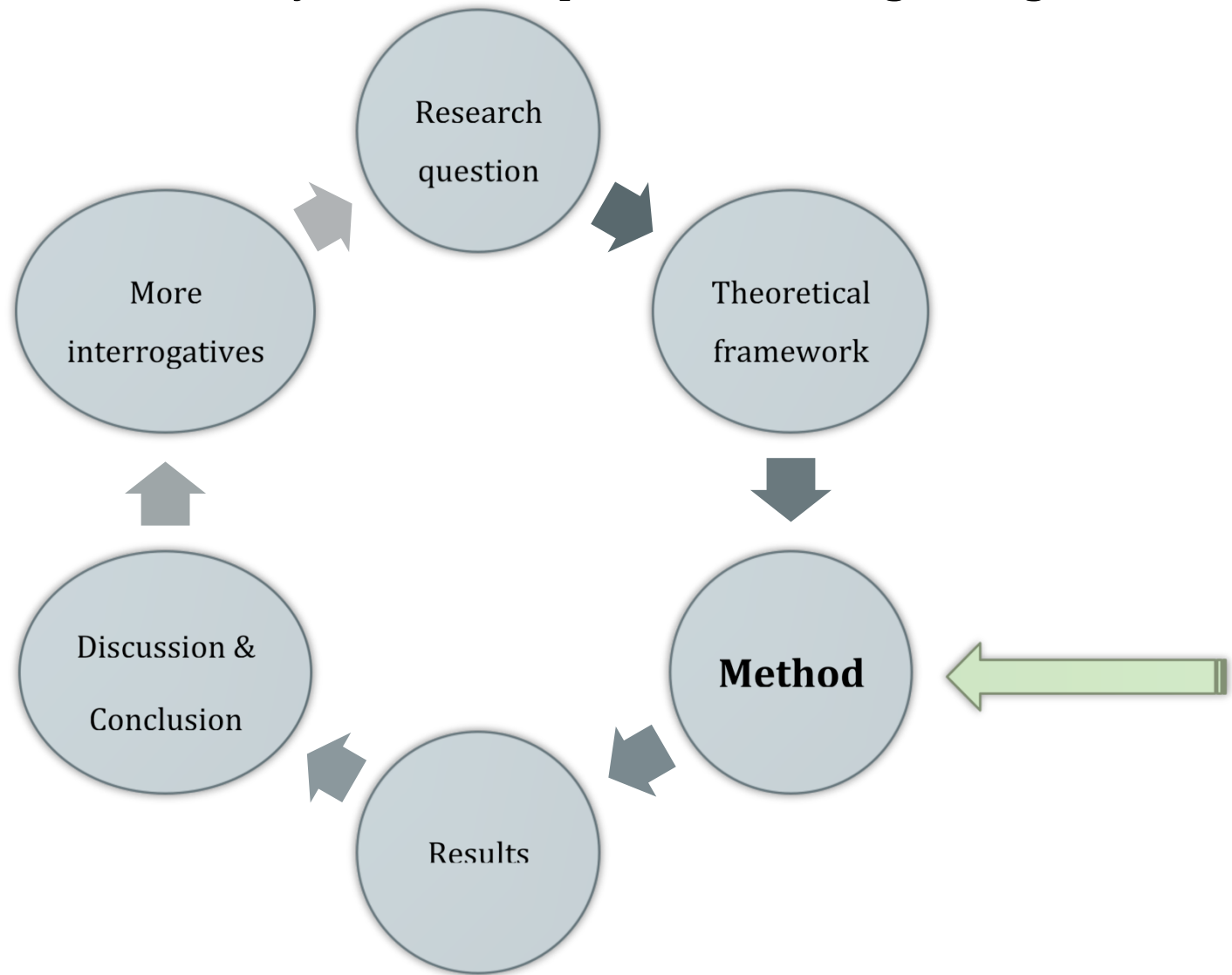
Cultural

Communal

Disorganized

Paper of the research

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Method

Question, object, justification, process

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A discussion forum in a platform of academic training in an induction to teaching program

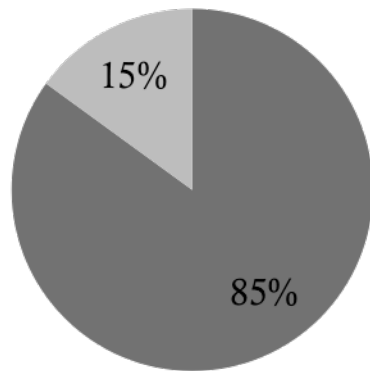


Mixed method of analysis: SPSS y MaxQDA

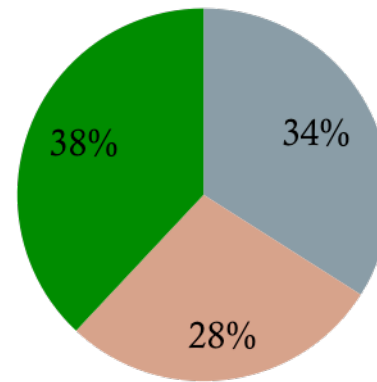
Method

Participants: 224 beginner teachers

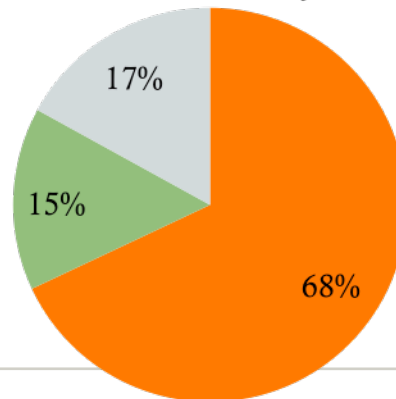
■ woman ■ man



■ 21-30 years old ■ 31-45 years old ■ 46-53 years old



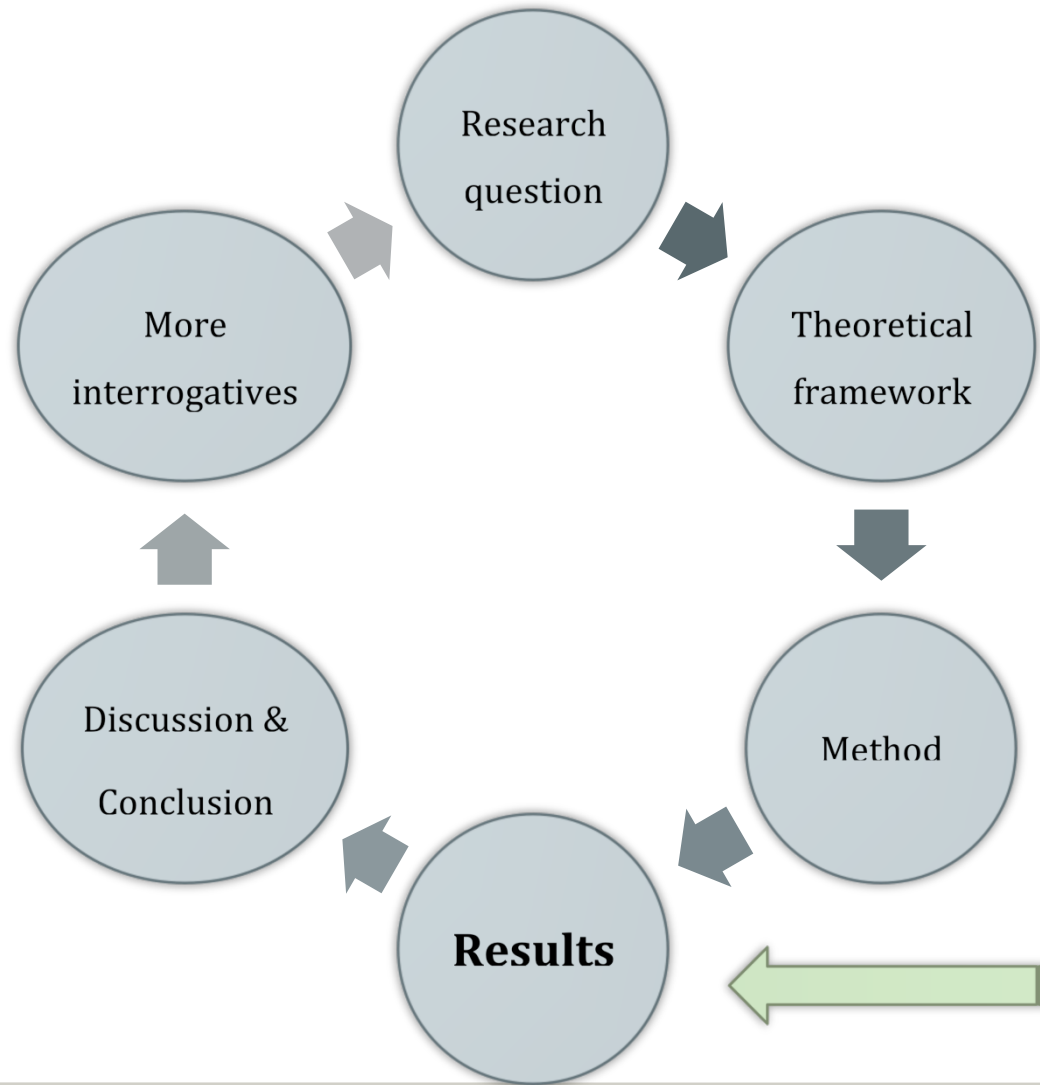
■ less than 1 year ■ between 1 and 2 years ■ more than 2 years



(Marcelo, Gallego-Domínguez & Mayor, 2016; Marcelo, et al., 2016).

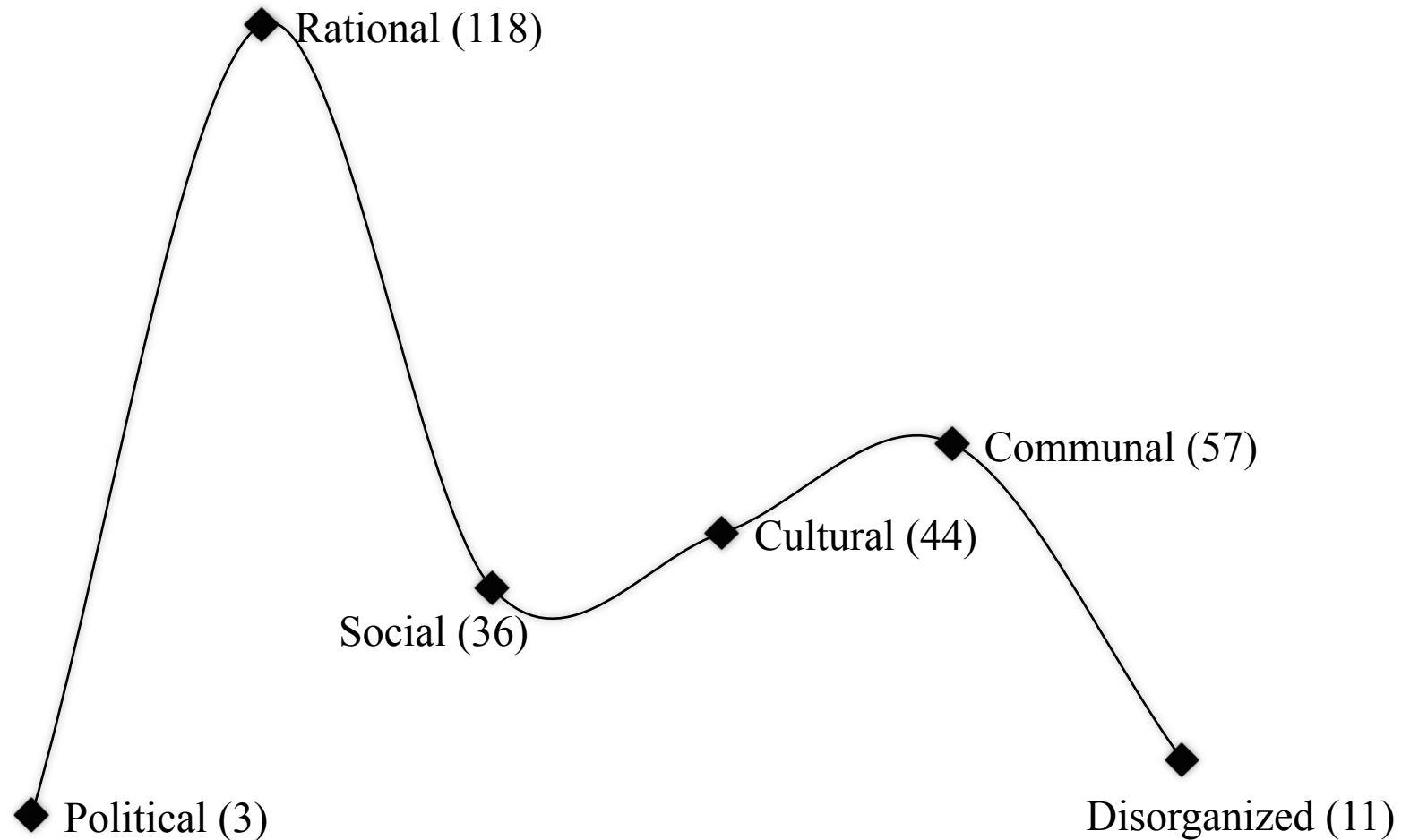
Paper of the research

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Results

Adaptation of the classification from Miles & Ekholms (1985)



Power, authority,
leadership, conflicts

Results

Political image

(N=3): tailor shop,
building and gladiator's
life.



*"The tailor is the teacher,
the piece of clothing is the
student and the textile
Company is the community
and the school"*



*"The school is like a
building, it is ought to
have strong pillars to
face the challenges..."*



*"School is like the gladiator's
life, where men live and fight
against each other".*

- There is not a generalized perception about the school as a place of conflict between groups or a place to fight for power.
- It shows little experience and an idealised place of work.

Results, objectivity, order and rules. Specific goals established beforehand.

Results

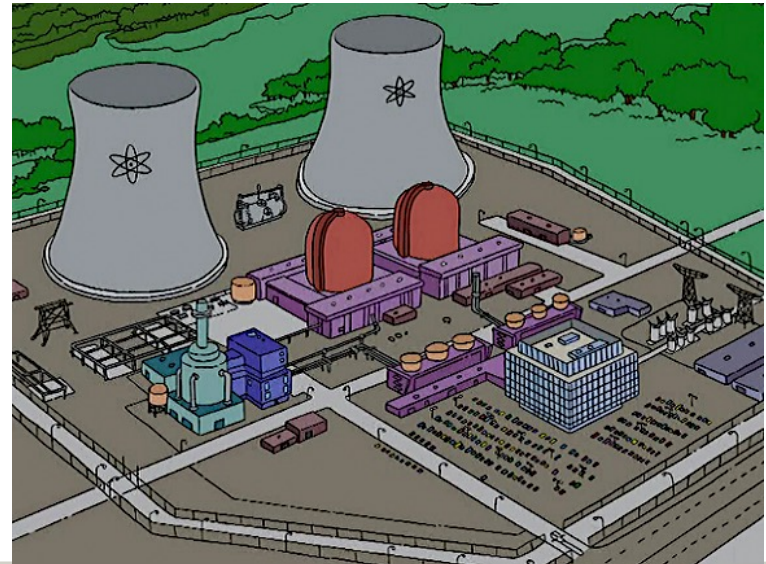
Rational image

(N=118): tree (28), bank (2), car (2), bee's hive (10), human body (7), stairs (3), physical space (8), factory (4), galaxy/universe (5), cat (12), ant's nest (6), hospital (4), industry (3), garden (10), diamond's mine (1), organization (5), honeycomb (3) and plant (5).



"School is like a stair because you have to climb it, step by step, to achieve the goal..."

"I see school as a Factory because here are rules... The schedule of the school is rigid and perfectly delimited, just like in a Factory."



The interaction with other schools, with its surroundings. Collaboration, Relationships: open and confidence.

Results

Social Image

(N=36): community (5), container (1), the world (1), connected elements (1), academic training scenery (6), social group (2), life (1), social modeller (1), magic word (2), workshop (4), a trip (1) and family(11).

“The school is like a family, it works united like a team in order to achieve the common goals proposed by a group of people with the aim of the wellbeing of all the family.”



“Where the part of each one is important for the good functioning of it; each of us depends on the other to make the family work; ” “the school is like a family where each member as a important part to perform in the development of their children.”

A group that shares values and beliefs. Different groups that influence each other.

Results

Cultural image

(N=44): lunch time (2), box of surprises (5), bed (1), stars (1), family (29), clouds (2), second home (2), bean's sowing (1) and garden centre (1).

"My school is like my second house, my second home."



"My school is like a box full of surprises, you never know what you can find in it. It contains lots of different people in the same place."

Relationship and
interchanges between
the context and the
community

Results

Communal image

(N=57): eagle (1), chameleon (15), home/house (23), group of elements (1), mixed salad (6), football team (1), vegetable patch (1), ocean/sea (4), nature (1), organisation (1), a place to dream (1) and human body (1).



“A mixed salad. Lots of ingredients that got mixed together in order to create a great unity.”

“Is like a chameleon that has to adapt itself to the situation and the moment without losing its identity, keeping its values and nature.”



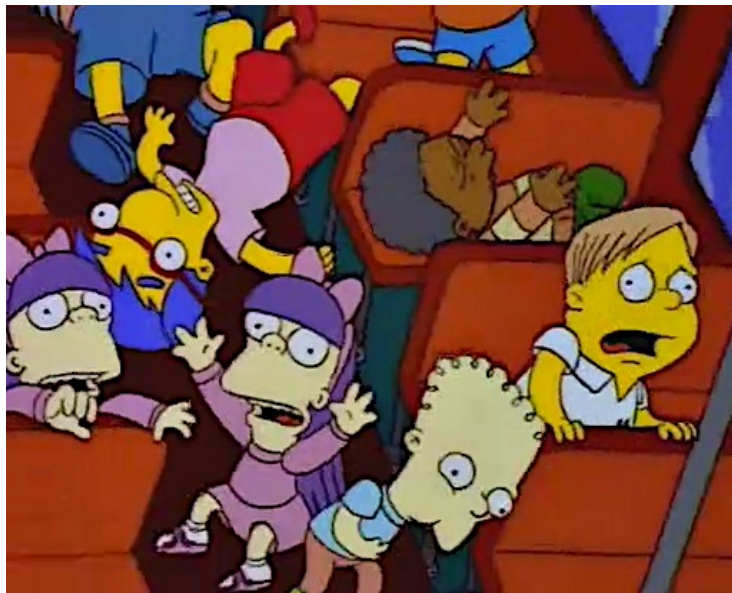
Absence of clear goals.
Excessive control over the
results. There is
participation, but disperse.

Results

Disorganized image

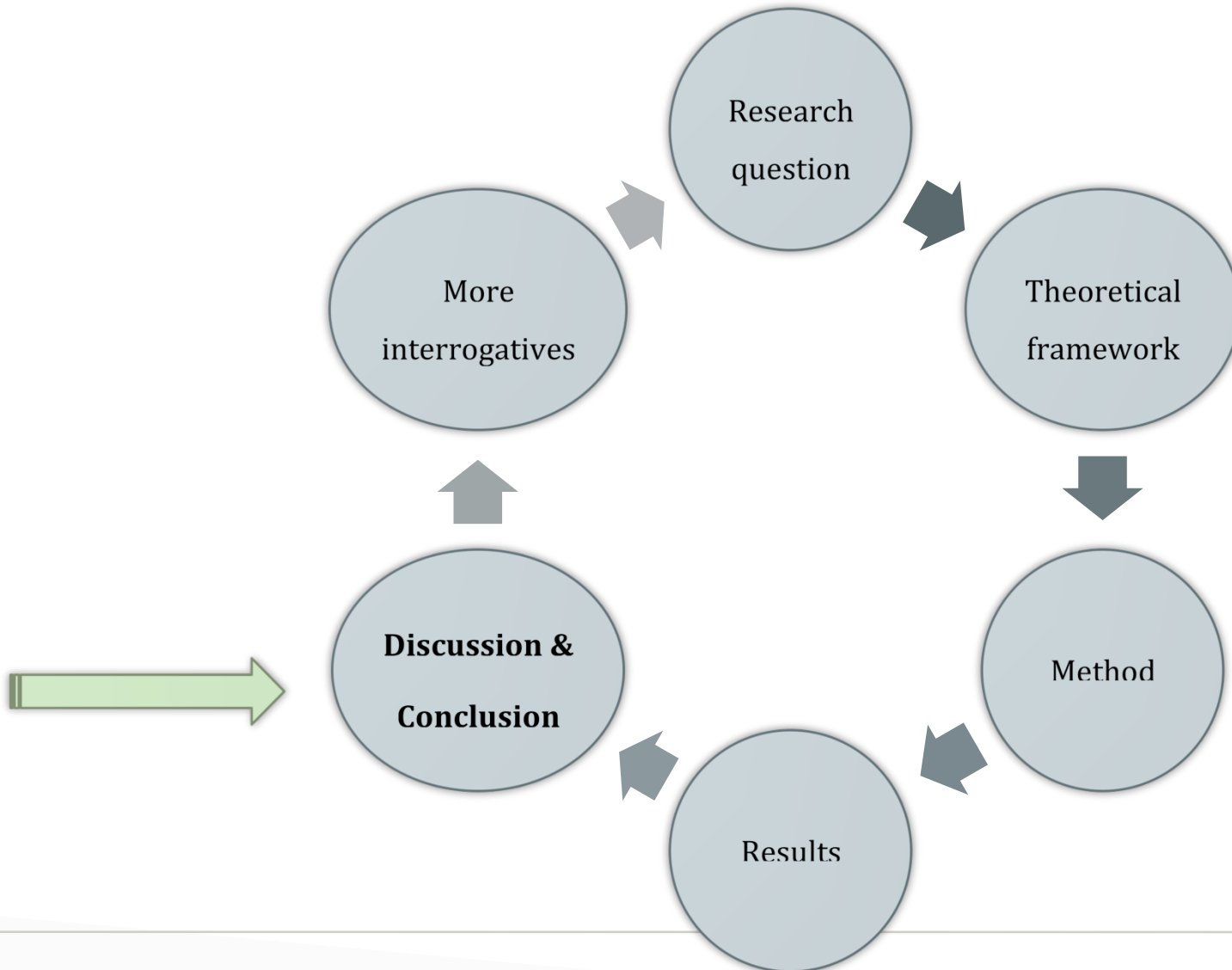
(N=11): a bus trip (4), a
train trip (5) and jigsaw
puzzle (2).

*“We travel, we move in the school. The students
travel from knowing nothing about life to learning
for life.”*



Paper of the research

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Discussion & Conclusion

Metaphors and Images *(I)*

- ❖ An approximation of the conceptions beginner teacher have about what they understand as a school and the functioning of the same.

Discussion & Conclusion

Metaphors and Images (*I*)

- ❖ An approximation of the conceptions beginner teacher have about what they understand as a school and the functioning of the same.

❖ Rational image of the school:

Conception of the school close to the conductive perspective (Martínez, Sauleda & Huber, 2001).

The fundamental role of the teacher is focused in organising the knowledge and subject, reinforcing the learning achievements and becoming the model to follow.

A well organised school with clear rules and procedures is what is often demanded by the beginners teachers in order to feel safe in a unknown context (Lavigne, 2014).

Discussion & Conclusion

Metaphors and Images (II)

❖ Political image of the school:

Little experience. They have not lived enough experiences to see the conflicts, hierarchies, etc.

They have an idealized image of the school: as a place free of conflict, crossed interests or power fights (Consuegra, Engels & Struyven, 2014).

Discussion & Conclusion

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❖ **Social and communal image of he school:**

The border between the social and communal image are difficult and diffused. They are complementary to each other.

The school can be understood as a community, as a social institution open to different realities (Lotto, 1990; Louis & Miles, 1990).

“School as a family”, “As a human body”: according to its definitions we could classify them ad the more social and communal image.

Discussion & Conclusion

Metaphors and Images (III)

❖ **Cultural image of the school:**

The idea of culture as a *collective way of understanding things* (Rodrigo, 2014).

The unpredictability and complexity stand out from the institutional process of the fundamental characteristics. Any activity implemented in the school we will be able to know how it begins, but not how it is going to finish.

Discussion & Conclusion

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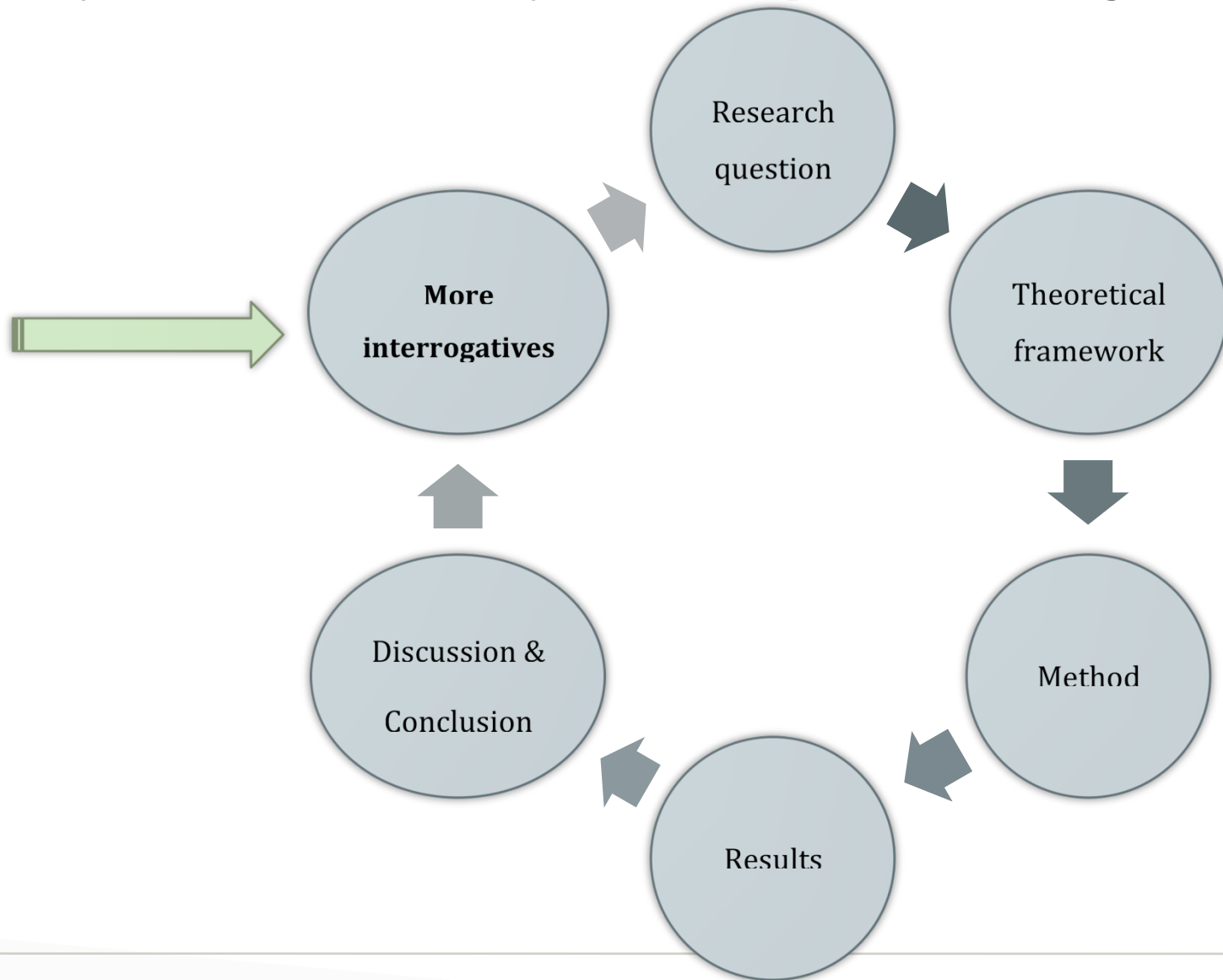
❖ **Disorganized image of the school:**

The school allows important margins of flexibility, as a consequence of the perks of the autonomy before mentioned.

This has its dangers too, the excess of autonomy can derive in the creation of private spaces of the professional exercise, isolated department that can derive in the absence of coordination and interchanges between the faculty and in the denominated, “celularism” (Willover, 1986).

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More interrogatives

Projection

- ❖ The conception each teacher is going to show about the school will influence in the way of action of the development of its functions.
- ❖ Every type of metaphor implies a conception about the school and its own function.
- ❖ The metaphor is the antecedent to comprehend what it is understood as school, this translates in what is done later, the concept influences the action.

More interrogatives

Projection

- ❖ The conception each teacher is going to show about the school will influence in the way of action of the development of its functions.
- ❖ Every type of metaphor implies a conception about the school and its own function.
- ❖ The metaphor is the antecedent to comprehend what it is understood as school, this translates in what is done later, the concept influences the action.
- ❖ This study has a future projection if the next questions get analyzed:
 - What is the relationship between concept and action?
 - What type of action can imply a predetermined concept about the school?
 - How does it influence in the professional development of the teacher?
 - If the teaching action or function is not considered the most appropriate, we can suggest alternatives and solutions realizing a suitable proposal that implies the change of the concept that it is shown about the place of work of the faculty.

MY SCHOOL IS LIKE...

ANALYSIS OF METAPHORS FROM BEGINNING TEACHERS

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